



# A PROBE INTO THE ATTITUDE TOWARDS MODERNIZATION OF THE TEACHERS

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## ABSTRACT

Present study was carried out through descriptive survey method within ex-post-facto research design. To collect the data "Comprehensive Modernization Inventory (CMI-AK))" were administered on a random sample of 202 male and 101 female teachers. In Comprehensive Modernization Inventory (CMI) there are seven facets of modernization. On an average the teachers (male and female as a whole) exhibited highly positive attitude towards modernization (in totality). It was also observed that teachers expressed moderate positive attitude towards the Status of Women, and Socio-Cultural Factors; and high positive attitude towards Education, Parent-Child Relationship, Politics, Marriage, and Religion.

**KEY WORD:** CMI, Socio-cultural Factor, Politics, Marriage, Religion.

## 1. MODERNIZATION:

Modernization theorists are partly correct when they hold that with the rise of industrial societies there is a cultural shift away of traditional values and with the rise of post industrial societies there is a shift away from absolute norms and values toward a higher tolerance, trust and self-expression. But at the same time, values seem to be way dependent, the history of Protestant, Catholic, Orthodox, Islamic or Confucian traditions has created cultural areas with distinctive value systems that are enduring and pervasive. Economic development tends to boost societies in the same direction, but rather than a convergence it seems to be a movement in parallel trajectories shaped by their cultural heritages. Hence, modernization will not necessarily produce a homogenized world culture in the foreseeable future. According to Haviland (2002) modernization is defined as an all-encompassing universal process of cultural and socio-economic changes, whereby the developing societies seek to acquire some of the characteristics common to industrial societies. In the course of modernization, traditional knowledge and techniques give way to the application of scientific knowledge borrowed mainly from the West. Due to modern technology, modernization creates the change in traditions and values. People are going to accept this because progress is both necessary and beneficial to society and the individual (Arnold & Hurn 1966). Modernization includes the emergence of a new behavioural system with certain distinctive characteristics. It refers to the deeper change in man's way of thinking and feeling a change in his whole attitude to life's problems, the society and the universe.

### 1.1 Positive Impact of Modernization:

Contemporary technology has changed very fast. Due to the progress of information and communication technology modern life becomes easier. Modern technology has changed very fast and it makes even the teens to acquire new skills.

### 1.2 Broad Objectives of the Study:

The broad objective of the study was to be acquainted with the attitude of the teachers towards the different areas of Modernization.

#### 1.2.1 Specific Objective of the Study:

The specific objective of the present study was to have the statistical descriptions of the different areas of Comprehensive Modernization Inventory scores obtained by the teachers (considering male and female teachers as a whole).

## 2. METHOD:

The present study was carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tool, procedure of data collection and statistical technique are reported hereunder.

### 2.1 Sample:

A stratified random sample comprising of 202 male and 101 female teachers selected from 30 Government / Government aided Secondary / Higher Secondary Schools from 6 districts of South Bengal and 3 district of North Bengal, West Bengal, India, were the source of sample.

## 2.2 Tool of Research:

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

### 2.2.1 Comprehensive Modernization Inventory (Ahluwallia & Kalia, 2010):

It measures the change in attitude of the subjects in seven areas of modernization. These are – (a) Education, (b) Parent-Child Relationship, (c) Politics, (d) Status of Women, (e) Marriage, (f) Religion and (g) Socio-Cultural Factors. There are seven items each area and with each item a 5-point Likert type scale ranging from 1 to 5 is attached.

### 2.3 Procedure for Data Collection:

The heads of the institutes were contracted for his/her permission to allow collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

### 2.4 Statistical Techniques:

Verification of group differences with respect to each aspect between the two groups under study was done by the independent samples "t"-test with the help of SPSS 13.0.

## 3. RESULTS:

Descriptive statistics of "Comprehensive Modernization Inventory" score are presented herewith.

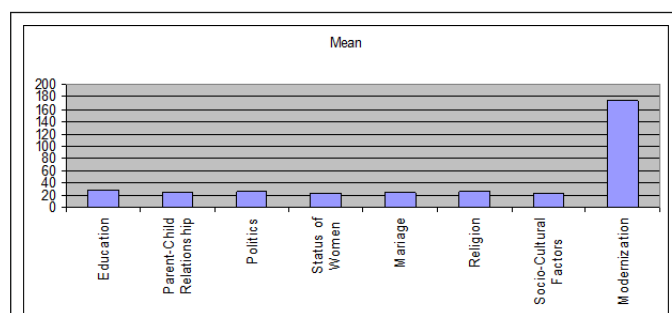
**Table 1: Descriptive Statistics of Comprehensive Modernization Inventory Score of Teachers (Male and Female as a Whole)**

Comprehensive Modernization	N	Range	Minimum	Maximum	Mean	Std. Deviation
Education	303	18	17	35	27.88	3.397
Parent-Child Relationship	303	16	15	31	24.79	2.622
Politics	303	24	9	33	25.85	3.649
Status of Women	303	14	16	30	21.95	2.544
Marriage	303	17	17	34	25.20	3.163
Religion	303	25	10	35	25.84	4.389
Socio-Cultural Factors	303	17	13	30	22.79	3.094
Modernization	303	71	130	201	174.33	11.794

Table-1 exhibits the descriptive statistics of "Comprehensive Modernization Inventory" scores obtained by the teachers considering both genders (male and female) as a whole. In case of Education the "minimum" of the scores was 17 and

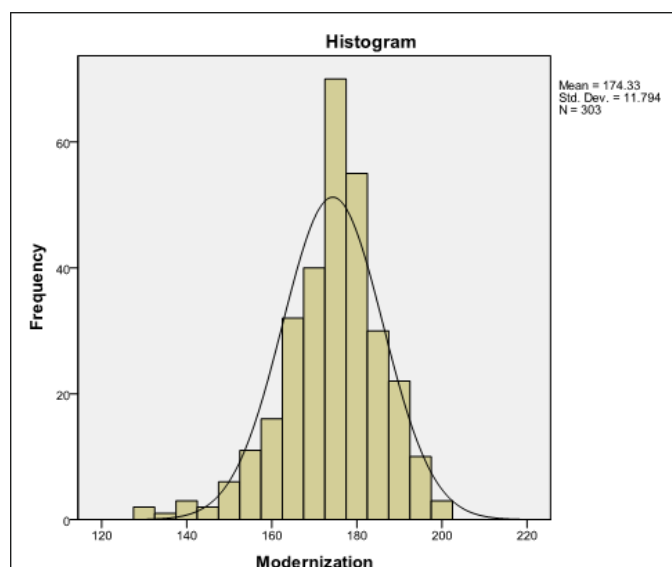
the “maximum” of those was 35 and the range was 18; the “mean” and “standard deviation” of the said distribution were 27.88 and 3.397 respectively. Next, in case of Parent-Child Relationship the “minimum” of the scores was 15 and the “maximum” of those was 31 and the range was 16; the “mean” and “standard deviation” of the said distribution were 24.79 and 2.622 respectively. Then, in case of Politics the “minimum” of the scores was 9 and the “maximum” of those was 33 and the range was 24; the “mean” and “standard deviation” of the said distribution were 25.85 and 3.649 respectively. Then in case of Status of Women the “minimum” of the scores was 16 and the “maximum” of those was 30 and the range was 14; the “mean” and “standard deviation” of the said distribution were 21.95 and 2.544 respectively. Then in case of Marriage the “minimum” of the scores was 17 and the “maximum” of those was 34 and the range was 17; the “mean” and “standard deviation” of the said distribution were 25.20 and 3.163 respectively. Then in case of Religion the “minimum” of the scores was 10 and the “maximum” of those was 35 and the range was 25; the “mean” and “standard deviation” of the said distribution were 25.84 and 4.389 respectively. Finally, in case of Socio-Cultural Factors the “minimum” of the scores was 13 and the “maximum” of those was 30 and the range was 17; the “mean” and “standard deviation” of the said distribution were 22.79 and 3.094 respectively.

Figure-1 depicts the bar diagram of different facets of modernization scores of teachers considering male and female as a whole.



**Figure 1: Bar Diagram Histogram of Different Facets of Comprehensive Modernization Scores of Teachers Considering Male and Female as a Whole.**

Figure-2 depicts the histogram with normal curve of Comprehensive Modernization Inventory Scores of teachers considering male and female as a whole.



**Figure 2: Histogram with normal curve of Comprehensive Modernization Inventory Scores of teachers considering male and female as a whole.**

#### 4. DISCUSSION:

From the manual for “Comprehensive Modernization Inventory” (CMI) we get seven facets of modernization. These are Education, Parent-Child Relationship, Politics, Status of Women, Marriage, Religion and Socio-Cultural Factors. There are seven items in each facet and to each item a five point Likart type scale is attached. Therefore, maximum score for each facet is  $7 \times 5 = 35$  and minimum is  $7 \times 1 = 7$ . Therefore mid value is  $7 \times 3 = 21$ . Again in over all for comprehensive modernization maximum score is  $7 \times 35 = 245$  and minimum is  $7 \times 7 = 49$ . Therefore mid value is  $7 \times 21 = 147$ .

The descriptive statistics of “Comprehensive Modernization Inventory” (CMI)

scores of Teachers (Male and Female as a whole) in different areas of modernization were presented in table-1. From table-1 we get:

- Education:** In this facet of modernization the mean of the scores was 27.88. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect of modernization.
- Parent-Child Relationship:** In this area of modernization the mean of the scores was 24.79. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect modernization.
- Politics:** In this facet the mean of the scores was 25.85. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect modernization.
- Status of Women:** In this area the mean of the scores was 21.95. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited moderately positive attitude towards this aspect modernization.
- Marriage:** In this facet the mean of the scores was 25.20. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect modernization.
- Religion:** In this facet the mean of the scores was 25.84. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect modernization.
- Socio-Cultural Factors:** In this area the mean of the scores was 22.79. This value is more than 21 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited moderate positive attitude towards this aspect modernization.
- Modernization:** In over all the mean of the score was 174.33. This value is more than 147 (Mid-Point). On an average the teachers (considering male and female as a whole) exhibited highly positive attitude towards this aspect modernization.

#### 5. CONCLUSION:

From the above discussion that the teachers (considering both male and female as a whole) expressed moderate positive attitude towards the Status of Women, and Socio-Cultural Factors; and high positive attitude towards Education, Parent-Child Relationship, Politics, Marriage, Religion, and Modernization (in totality).

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